**Gallery Walk- Introducing the Butterflies: Research/Presentation Rubric**

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| **Construct Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Reading**Comprehension ofKey Ideas andDetails | The group’s visual provides an accurate analysis of what the text says explicitlyand inferentially showing fullcomprehension ofcomplex ideasexpressed in theresearch. | The group’s visual provides an accurate analysis of what thetext says explicitly and inferentially and comprehension ofideas expressed in the research. | The group’s visual provides amostly accurateanalysis of what the text says explicitly or inferentially andshows a basiccomprehension ofideas expressed inthe research. | The group’s visual provides aminimally accurateanalysis of what thetext says and shows limited comprehension ofideas expressed inthe research. | The group’s visualprovides aninaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed inthe research. |
| **Research**Through representation of all elements of researched topic. | The group’s visual and presentation convey a thorough research investigation has been conducted. | The group’s visual and presentation convey an attempt at thorough research. | The group’s visual and presentation convey a lack of through research. | The group’s visual and presentation convey inaccurate research. | Pieces of research, visual, or presentation are missing and therefore do not demonstrate research having taken place. |
| **Presentation**Clarity of Information | The group’s expert is knowledgeable enough on the topic to speak to it directly. The expert also provides additional information to each visitor to enrich the overall understanding of the research topic. | The group’s expert is knowledgeable enough on the topic to speak to it directly. The expert is able to provide limited additional information to each visitor to enrich the overall understand of the research topic. | The group’s expert is knowledgeable enough on the topic to speak to it but unable to provide additional information. | The group’s expert has limited knowledge on the topic but is able to provide some additional information to each visitor in order to enrich the overall understanding of the topic. | The group’s expert has limited knowledge on the topic and is unable to provide additional information to enrich the overall understanding of the topic. |
| **Writing**Knowledge ofLanguage andConventions | The group’s visual responsedemonstratescommand of theconventions ofstandard Englishconsistent witheffectively editedwriting. Though there may be a few minorerrors in grammarand usage, meaningis clear throughout the response. | The group’s visual responsedemonstratescommand of theconventions ofstandard Englishconsistent with edited writing. There may bea few distracting errors in grammar and usage, but meaning is clear. | The group’s visualresponsedemonstratesinconsistentcommand of theconventions ofstandard English.There are a fewpatterns of errors ingrammar and usagethat may occasionallyimpede understanding. | The group’s visualresponsedemonstrates limitedcommand of theconventions ofstandard English.There are multipleerrors in grammarand usagedemonstratingminimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding. | The group’s visual responsedemonstrates little to no command of the conventions ofstandard English.There are frequentand varied errors ingrammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often impedeunderstanding. |